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ABSTRACT

This booklet is designed to help instructional technologists, students of instructional technology, faculty, and researchers in the field locate information quickly and easily. Information services described are libraries, the ERIC system, online information services, state education departments, regional education centers, and information brokers. Specific suggestions are given, following a description of each service, about how to devise search strategies and conduct a search, with specific information provided on what to look for, where to look, and choosing and locating sources. Other general topics include searching for nonprint instructional materials, documenting a search, and evaluation. The comprehensive bibliography of recent materials, which comprises most of this publication, is introduced by a description of the scope of the list and the search strategy used to develop it. The bibliography lists reference works, monographs, bibliographies, indexes, databases, and journals with information related to the topics of instructional technology, instructional development, instructional materials and techniques, training and human resource development, computers in education, learning theory and applied behavioral science, systems theory, management of instructional programs, evaluation, research, and statistics. Sources used to identify materials and terms used with the search code are appended and an author index is provided. (LMM)

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SOURCES OF INFORMATION
FOR
INSTRUCTIONAL TECHNOLOGY

Compiled by

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ERIC Clearinghouse on Information Resources
Syracuse University

1982

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TABLE OF CONTENTS

Introduction 1

Information Services for Instructional Technologists 1
- Libraries 1
- The ERIC System 3
- Online Information Services 5
- State Education Departments 6
- Regional Education Centers 7
- Information Brokers 7

Developing a Search Strategy 7
- What to Look For 8
- Where to Look 8
- Choosing and Locating Sources 9

Searching for Nonprint Instructional Materials 13

Documenting a Search 14

Evaluating Information 18

The Source List 20

Source List: Monographs 22

Instructional Technology 22

Bibliographies 23

Instructional Development 23

Setting Objectives 27

Bibliographies 28

Instructional Materials 28

Instructional Techniques 31

Training and Human Resource Development 32

Computers in Education 33

Bibliographies 35

Learning Theory and Applied Behavioral Science 35

Systems Theory 37

Management of Instructional Programs 38

Facilities Design 39

Evaluation 40

Bibliographies 42

Research and Statistics 42

Reference Works 43

Dictionaries, Glossaries, and Terminology 43

Encyclopedias 44

Directories 45

Yearbooks and Statistics 45

Standards 46

Instructional Materials 46
Directories and Evaluative Information 46
Source Lists 47
Bibliographies of Source Lists 48
Indexes and Databases 49
Indexes 49
Databases 49
Examples 49
Directories 50

Source List: Journals 52
Instructional Technology and Education 52
Instructional Development 53
Instructional Materials 54
Training and Human Resource Development 55
Computers 55
Computers in Education 56
Research and Evaluation 57

Appendix 59

Author Index 61

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INTRODUCTION

Instructional technologists, students of instructional technology, faculty, and researchers in the field often must find information about some aspect of instructional technology, or some area in which they are developing instruction. The purpose of this publication is to help everyone in the field locate information quickly and easily.

Information services useful to instructional technologists are described first. Suggestions about how to devise a search strategy and conduct and document a search follow. Evaluating information and deciding which sources to use are also discussed.

A list of sources in instructional technology comprises most of the publication. The scope of the list and the search strategy used to develop it are described before the listing.

INFORMATION SERVICES FOR INSTRUCTIONAL TECHNOLOGISTS

Information services which instructional technologists may find useful include those listed below. Each of these services supports the work of instructional technologists in particular ways which are described in the sections which follow:

Libraries

Library networks

The ERIC system

Online information services

State education departments

Regional education centers

Information brokers

Libraries

Public, school, academic, and special libraries are information services to which most instructional technologists have ready access. Using libraries easily requires knowledge of the literature of the field, and of the way libraries are organized.

The literature of instructional technology is the main focus of this publication. The Source List identifies useful monographs, reference works, and journals. The ERIC system and other online information services are described in the paragraphs which follow. Once you have explored some of the sources identified in the Source List, and used the ERIC materials, you will know enough about the literature of instructional technology to find materials in a library easily.

Familiarity with the literature of fields in which instructional technologists are developing programs comes with experience. Subject experts like engineers, musicians, scientists, artists, and other professionals can help an instructional technologist identify sources. Librarians are an invaluable source of help to anyone looking for materials in an unfamiliar field.

Libraries are organized to help users locate materials as readily as possible. There are several types of libraries, each serving a particular group of users. They are:

- Academic--in colleges and universities
- Special--in industries, businesses, museums, hospitals, laboratories, and so on
- School--in public and private elementary and secondary schools
- Public--municipal and county government sponsored libraries

Users gain access to a library when they belong to the community the library serves. Some libraries must restrict access because their limited operating funds are provided by their clientele; however, many libraries grant special privileges to users from outside their communities, and still more lend materials to users outside the community through interlibrary loan.

Interlibrary loan greatly extends access to library materials through networks of academic, special, and public libraries set up and sponsored by state and local governments. If you do not have access to an academic or special library, check with your local public library

to determine whether you can obtain specialized materials on interlibrary loan through an existing library network.

Individual libraries organize materials in many ways, but certain basic patterns prevail. Books usually are shelved by classification number, which gives a general arrangement by subject. The Library of Congress classification scheme is often used, although there are a number of others, some specialized by subject.

Further access to books is provided by library catalogs, which list materials by author, title, and subjects. Until a few years ago, most library catalogs were on cards. Now many large libraries have their catalogs online and users access the information at a computer terminal. Online catalogs are easy to use and save hours of looking through cards. Frequently it is possible to access a great many more subjects directly online than can be accessed in card catalogs.

Periodicals may be classified and shelved with books, or they may be shelved alphabetically by title. Periodical indexes are usually shelved in a separate section of the reference area in the library, according to subject. Periodical titles are always recorded in the library catalog. Ask the librarian how to locate periodicals in your library.

Reference materials are usually classified by subject and shelved in the same way as other books, but in a separate section of the library. Audiovisual materials are sometimes classified and shelved with books, but more often they are kept in a separate section of the library. The audiovisual librarian is usually the best source of information about what audiovisuals the library has, and how they are organized.

Most libraries post signs and maps to show where materials are located, but if you can't locate material, you should ask the librarian for help.

The ERIC system

The ERIC (Educational Resources Information Center) system, sponsored by the National Institute of Education, includes 16 clearinghouses, each of which abstracts and indexes literature in a

particular field of education. For example, the ERIC Clearinghouse on Information Resources at Syracuse University covers the literature of instructional technology, as well as library and information science. The abstracting and indexing information developed by the clearinghouses is published in two indexes and made available on computer tape by the ERIC Processing and Reference Facility. The indexes are Resources in Education (RIE), and Current Index to Journals in Education (CIJE).

Resources in Education is a compilation of educational literature such as research project reports, papers, pamphlets, and occasional books, most of which would never be distributed widely unless they were listed in RIE. Resources in Education is found in most academic libraries, and in many public and special libraries.

Most of the documents listed in RIE are also put on microfiche by the ERIC Document Reproduction Service, which sells both the fiche and paper copy of the documents. Many libraries have complete collections of the ERIC fiche, arranged by document number for easy retrieval.

The Current Index to Journals in Education (CIJE) is a comprehensive index of educational periodicals which is also available in many libraries.

Two publications explain the use of the ERIC indexes and online searching of the ERIC database. The publications are:

All About ERIC. Washington, DC: The National Institute of Education, 1982. Free from the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 301, Bethesda, MD 20814.

Simmons, R. M. A Library User's Guide to ERIC (1980 edition). Syracuse, NY: ERIC Clearinghouse on Information Resources, 1980. ED 192 781. Available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210, or from Information Resources Publications, School of Education, Syracuse University, Syracuse, NY 13210.

Audiovisual programs which show how to use the ERIC system are listed in:

Ely, D. P. A Guide to Audiovisual Resources About ERIC. Syracuse, NY: ERIC Clearinghouse on Information Resources, 1979. ED 179 248. Available from EDRS or Information Resources Publications.

Online information services

New online information services become available all the time. There are at least a dozen such services which might be useful to instructional technologists.

Some databases are available to users directly from the producer, but most are available to users through vendors, who process the tapes in a variety of ways to make searching the databases easier. Most subscribers to databases are institutional users, frequently libraries.

Searching a database requires training, but many large libraries have departments devoted to online searching. Your reference librarian can put you in touch with the person in charge of this service. If you do not have access to a large library, you may be able to obtain online searches from your state education department or an information broker. These sources are described in later paragraphs.

Online searching is most helpful when you need a lot of information, much of it current, on a complex subject. If you want information on a single subject, e.g., instructional development models, it is easier to find the information through manual searching than to use a computer search. However, if you want to locate information on how instructional development models are used by deaf educators, the information will be located more quickly and accurately by a computer than through a manual search.

The best way for individual users to obtain access to online searches is through a library or an information broker. For your reference, the names and addresses of the major vendors of the databases appear below. The Source List includes names of databases of potential use to instructional technologists, and a list of directories of databases.

Bibliographic Retrieval Service, Inc. (BRS)
1200 Route 7
Latham, NY 12110

DIALOG Information Services, Inc. (DIALOG)
3460 Hillview Avenue
Palo Alto, CA 94304

System Development Corporation (ORBIT)
SDC Search Service
2500 Colorado Avenue
Santa Monica, CA 90406

State education departments

State departments of education in several states have information services which perform computer searches of the ERIC database for educators. These state agencies may also provide other services, which each agency can describe to you. Complete addresses can be obtained from the state education department in each state, or the following publication:

Directory of ERIC Search Services. 1981 edition. Washington, DC: National Institute of Education. Available from the ERIC Processing and Reference Facility.

State education departments sponsoring information services include those in the states listed below. If the information service has a special name, that name is given in parentheses.

Alabama (AIDS)
Alaska
Delaware
Georgia
Idaho
Illinois
Iowa (INFORMS)
Kansas (KEDDS)
Kentucky
Maine (Project Life)
Maryland
Montana

Nebraska (SNICER)
New Hampshire
New York (EPSIS)
North Carolina
Oklahoma (Project SEEK)
Oregon
Rhode Island
South Carolina
Utah
Virginia

Regional education centers

In a few states, regional education centers provide a variety of services, including information services, to educators. Clientele served may be limited to educators in a particular region within a state. Many of these centers are sponsored at least in part by the federal, state, or local government. Examples include LANCERS in Los Angeles; SMERC in San Mateo County, California; ACES in New Haven, Connecticut; New Jersey's Educational Improvement Centers; Oregon's Education Service Districts; and Texas's Education Service Centers. The best way to learn whether such centers exist in your area and what specific services are provided is to ask educators and librarians.

Information brokers

In many states, notably California, Maine, Massachusetts, and Maryland, there are growing numbers of information brokers who provide information services to clients on a fee for service or contract basis. Many information brokers provide online searching and those providing such services are often listed in the Directory of ERIC Search Services. You can also identify such commercial information services by consulting the yellow pages, and by asking colleagues if they have used such services.

DEVELOPING A SEARCH STRATEGY

Looking for information requires making several decisions, often subconsciously--what to look for, where to look, how to look, and what specific sources to consult. Many times it is easy to find the needed information. You may decide to consult a colleague,

professor, or fellow student. Or you may locate the information you need in a familiar article or book. However, if you need to find information when there is no readily available source, or you need extensive information, possibly in an unfamiliar field, you will need to develop a search strategy.

What to look for

The first step in developing a search strategy is to decide and state what you are looking for. You may change your objectives as you proceed, but keeping a clear statement of the objective in front of you makes any search easier.

Your statement should include the following:

The subject of interest

The type of information needed, e.g., a definition or statistics

How much information is needed, e.g., a brief review, or several books and articles

The level of information needed, e.g., professional or popular material

How recent the information should be

Acceptable languages

Availability required, e.g., can you wait to receive the material from the publisher or another library?

Where to look

You will also decide where to look, or what services to use. Possible sources and services already mentioned include colleagues, professors, and fellow students if the information required is known to them; familiar books and articles, which would include your personal library; and libraries, the ERIC system, online search services, state and regional education agencies, and information brokers.

There are a few additional sources from which you might request information. These sources are not primarily providers of

information, but they have access to large amounts of information, much of it unpublished. Elected officials are the first such source. Your congressman and state legislator, especially your representative in the lower house of your legislature, will be responsive to requests for information. Your representative may not specialize in your area of interest, but will be able to refer you to a legislator or committee staff member who does. When you request information from a legislator, always mention the published sources you have consulted and the libraries you have used, so you will get the kind of information only your legislator can give to you. This kind of information includes staff summaries and reports prepared by agencies like the Congressional Information Service.

Professional organizations often maintain information services, and usually publish journals, monographs, and newsletters. An example of an information service maintained by a professional organization is the Resource Center of the American Society for Training and Development. ASTD's Resource Center responds to requests for information in the human resources development field by mailing items from the center's files. National members of ASTD can use the service by sending their national member number and request to ASTD, Suite 305, 600 Maryland Avenue, Washington, DC 20024.

Another professional organization important to instructional technologists is the Association for Educational Communications and Technology. AECT has a publications program, and will mail a publications list to anyone who writes to AECT, 1126 Sixteenth Street, NW, Washington, DC 20036.

Finally, businesses, public agencies, and voluntary groups providing products and services in certain areas will often respond to requests for information in their areas of specialization.

Choosing and locating sources

If you need a particular type of information, you will want to consult a particular type of source. For example, if you are looking for a definition, you will want to consult a dictionary. The Source List identifies reference materials, and lists them according to the type of information they contain to make it easy for you to locate sources of particular types of information.

If you need information on a particular subject you will search by that subject. You will look for a variety of sources. If you need only a small amount of recent information, you will look for a few recent articles, or a recent textbook. If you need extensive information, you will probably consult books, journals, and research reports. Locating such materials easily requires identifying subject headings and terms to use in searching library catalogs and indexes.

The usual way to locate books in a library catalog is to use whatever term comes to mind and begin looking through the cards. Since most catalogs have good cross references, the technique often produces acceptable results. If the library catalog is online, the technique is even more likely to produce results, because computer systems allow more flexibility in choice of terms under which to search. If you have difficulty identifying subject terms under which to locate materials in a library catalog, ask the librarian for help.

You can locate books in a number of sources besides library catalogs. Books in Print, an annual publication of the R. R. Bowker Company, lists most books available from American publishers each year. Cumulative Book Index from H. W. Wilson Company, also an annual, lists books in English; most of them are published in Canada, the United Kingdom, and the United States. Publishers' catalogs and publication lists of professional associations are also good sources in which to locate books of possible interest.

Research reports and conference papers often provide extensive treatment of subjects. Such documents are readily available through the ERIC system, and may also be located in the catalogs of large libraries. Resources in Education provides access to report literature by subject, author, and institution. Consult the publication All About ERIC for instructions on using RIE and the ERIC collection of microfiche. The next two pages show the subject headings related to educational technology in the Thesaurus of ERIC Descriptors, and all the headings containing the word technology, as well as all those with the word educational.

EDUCATIONAL TECHNOLOGY JUL69

SN SYSTEMATIC IDENTIFICATION, DEVELOPMENT, ORGANIZATION, OR UTILIZATION OF EDUCATIONAL RESOURCES AND/OR THE MANAGEMENT OF THESE PROCESSES--OCCASIONALLY USED IN A MORE LIMITED SENSE TO DESCRIBE THE USE OF EQUIPMENT-ORIENTED TECHNIQUES OR AUDIOVISUAL AIDS IN EDUCATIONAL SETTINGS

UF INSTRUCTIONAL TECHNOLOGY (1966 1978)

NT INSTRUCTIONAL SYSTEMS

BT TECHNOLOGY

RT AUDIOVISUAL AIDS
AUDIOVISUAL COMMUNICATIONS
COMPUTER ASSISTED INSTRUCTION
COMPUTER MANAGED INSTRUCTION
COMPUTER ORIENTED PROGRAMS
CYBERNETICS
EDUCATION
EDUCATIONAL DEVELOPMENT
EDUCATIONAL EQUIPMENT
EDUCATIONAL INNOVATION
EDUCATIONAL MEDIA
EDUCATIONAL METHODS
EDUCATIONAL RESOURCES
INSTRUCTION
INSTRUCTIONAL DEVELOPMENT
INSTRUCTIONAL IMPROVEMENT
INSTRUCTIONAL INNOVATION
INSTRUCTIONAL MATERIALS
MULTIMEDIA INSTRUCTION
PROGRAMED INSTRUCTION

ROTATED DISPLAY OF DESCRIPTORS AND CROSS REFERENCES

INSTRUCTIONAL TECHNOLOGY (1966 1978)
USE EDUCATIONAL TECHNOLOGY

TECHNOLOGY
AEROSPACE TECHNOLOGY
AVIATION TECHNOLOGY
BEHAVIORAL TECHNOLOGY
COMPUTER TECHNOLOGY
EDUCATIONAL TECHNOLOGY
ELECTROMECHANICAL TECHNOLOGY
ENGINEERING TECHNOLOGY
INDUSTRIAL TECHNOLOGY
LABORATORY TECHNOLOGY
LIVESTOCK TECHNOLOGY USE ANIMAL SCIENCE
MEDIA TECHNOLOGY
RADIO TECHNOLOGY
TELEVISION TECHNOLOGY USE MEDIA TECHNOLOGY

TECHNOLOGY TRANSFER

EDUCATIONAL SYSTEMS DEVELOPMENT
USE EDUCATIONAL DEVELOPMENT

EDUCATIONAL TECHNOLOGY
EDUCATIONAL TELEVISION
EDUCATIONAL TESTING
EDUCATIONAL THEORIES
EDUCATIONAL THERAPY

Many major libraries have pamphlet collections of ephemeral material which is often not indexed elsewhere. Ask your librarian to show you the library's vertical file and explain how it is organized, so that you can become familiar with the it.

Journal articles are an important source of information in the rapidly changing fields of the sciences and social sciences. The Source List includes journals of interest to instructional technologists, and a list of the indexes and databases which provide access to articles in those journals.

The Current Index to Journals in Education, produced by the ERIC system, is possibly the most useful index for instructional technologists. Consult All About ERIC for instructions on using CIJE. Use the list of subject headings on the previous two pages to help you choose headings under which to search CIJE. Education Index may also be useful.

Everything we have said so far about search strategy applies to looking for printed materials. Searching for audiovisual and nonprint instructional materials presents different problems, and is discussed separately in the next section.

SEARCHING FOR NONPRINT INSTRUCTIONAL MATERIALS

Searching for nonprint instructional materials is completely different from searching for printed materials. Such materials are not subject to the same bibliographic control as are books and journal articles. There is nothing comparable to Books in Print listing available instructional materials. There are no indexes to all available instructional materials, although the indexes of the National Information Center for Educational Media (NICEM) index a comprehensive selection of audio visual materials available for elementary, secondary, and adult education. Instructional materials are not usually listed in library catalogs, so they are not included in the national or regional union or cooperative catalogs which exist in great numbers for printed materials, showing all of the books owned by libraries in broad geographic areas.

Nonprint instructional materials are most often found by consulting educators and trainers in particular fields, or by consulting experienced media librarians and curriculum specialists.

Instructional technologists should be prepared to help clients locate nonprint materials. Using audiovisual and other nonprint materials is important in higher education, in our schools, in public agencies, and in business and industry. Industry in particular is frustrated by the difficulty of finding appropriate training materials, and the difficulty of finding well trained audiovisual staff. Learning to locate nonprint instructional materials will help you fill a real need.

The Source List contains a number of items to help you get started in looking for audiovisual and other instructional materials. It includes directories of instructional materials and sources of evaluative information, a short list of audiovisual source guides, and a section listing bibliographies of source lists.

In addition to consulting the items identified in the Source List, examine a wide selection of producers' catalogs, and any files you can locate of catalogs assembled by media specialists. Some media specialists keep extensive files of fliers and brochures identifying media on particular subjects.

DOCUMENTING A SEARCH

Keeping good records as you search can save time and prevent aggravation if you need to be absolutely certain later on where you looked, where you found citations of interest, and exactly which publications you are citing. Documenting a search involves keeping records of both where you looked and what you found.

It is best for instructional technologists to use the citation form prescribed by the American Psychological Association (APA) for all citations, including notes about sources consulted. Most journals in the field, and most academic programs, require that papers submitted use the American Psychological Association's citation form.

Below are examples of citations for the most common types of publications. Follow these examples in writing your citations. If you have a type of material not covered by these examples, refer to the Publication Manual of the American Psychological Association (2d ed. Washington, DC: American Psychological Association, 1974).

Although the APA distinguishes between magazines and journals, you should treat all periodical publications as journals. The distinction does not have much meaning and is less emphasized now than it was in 1974.

Examples of citations in the APA form

Journal Articles

One author, journal paginated continuously:

Merrill, M. D. Content and instructional analysis for cognitive transfer tasks. AV Communication Review, 1973, 21, 109-125.

Multiple authors, journal paginated by issue:

Durzo, J. J., Diamond, R. M., & Doughty, P. L. Selected references related to the practice of instructional development: A place to start. Journal of Instructional Development, 1979, 2 (4), 19-22.

Books

Gagne, R. M., & Briggs, L. J. Principles of instructional design. New York: Holt, Rinehart, & Winston, 1974.

Article in an edited book:

Baker, E. L. The technology of instructional development. In R. M. W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally, 1973.

All volumes of a multivolume work:

Knowles, A. S., et al. (Eds.) The international encyclopedia of higher education (10 vols.). San Francisco: Jossey-Bass, 1977.

Doctoral dissertations (partial form, suitable for notes. Full form in formal reference lists includes Dissertation Abstracts and University Microfilms information):

Reigeluth, C. M. Effects of generalities, examples, and practice: Instructional outcomes for concept classification, principle-using, and procedure-using tasks. (Doctoral dissertation, Brigham Young University, 1977).

ERIC documents:

Dodge, B. J. Audiovisual resources for teaching instructional technology. Syracuse, NY: ERIC Clearinghouse on Information Resources, 1978. (ERIC Document Reproduction Service No. ED 152 337)

Government documents:

U.S. Office of Education. Digest of educational statistics. Washington, D.C.: U.S. Government Printing Office, 1962-.

Miscellaneous features common to many publication types:

Author, Jr. in name:	Strunk, W., Jr.
Editor:	Travers, R. M. W. (Ed.).
No author:	Title is first item in citation
Subtitles:	Instructional development: A place to start
Second and subsequent editions:	The elements of style (2nd ed.).
Discontinuous pages:	53-57; 74-75.

In addition, you may wish to cite the following types of materials, which are not covered by the APA rules.

Journal--entire issue or the title as a whole:

Journal of Instructional Development. Washington, D.C.: Association for Educational Communications and Technology, v.4 no. 4, Summer, 1981.

Journal of Instructional Development. Washington, D.C.: Association for Educational Communications and Technology, 1977-. Quarterly.

Audiovisuals:

Copyright: New law, new directions. Washington, D.C.: Association for Educational Communications and Technology, 1977. Sound filmstrip. 90 frames. Color.

The description of audiovisual materials is up to the compiler of the list. If the client wants to know how long each program listed is, it will be important to give the duration of the program in minutes. If materials in color are desired, it is important to note that. The description given here is intended as a general example.

The careful reader will notice that citations in the Source List and in the text vary in several ways from APA form. The variations are intentional. For example, in the text, all the words of titles are capitalized for readability, and subtitles throughout are given in as readable a form as possible.

You can vary your citation form too, so long as your editor or professor accepts variations. Keep variations consistent. Try not to vary from APA punctuation, which is clearer than most forms, and clearer than almost any form you might develop.

As you conduct a search, keep an up-to-date record of the sources you have consulted. Establish a card for each source, or keep a chronological list. If you decide to list the sources you have checked for someone else's reference, you will want to write up the list by subject or by type of reference, so the list will make sense to another person.

Keep track of the source in which you located every citation of interest. It is sometimes important to be able to refer to an index

and look once again at a journal article citation, or go back to a statistical compilation for another look at particular data. These situations arise because citations for articles sometimes turn out to be wrong, or to be written down wrong, and because statistics can differ among sources.

Your list of sources may be useful later on if you decide to expand the search and look for additional material on the same subject. Referring to the list of sources checked will save the effort of checking them again.

For every source you have used, record the full bibliographic citation, or complete identifying information, such as the address of a public official or organization, or location and sponsoring institution of a library whose catalog you checked. Then note the subject headings or sections of the source which you consulted, and give complete citations for items of interest located in that source, or notes about where the citations are. When a source has yielded no citations of interest, a zero next to the title can be used to indicate that, or a note like "no citations of interest" can be used.

It is especially important to keep careful track of where you have looked for instructional materials on a particular subject, and where you found each item of interest.

EVALUATING INFORMATION

Deciding whether or not to include an item in a bibliography, or to make use of it in order to obtain needed information, involves evaluating information.

There are many criteria we use to evaluate information. A few important considerations are listed below; you will think of others. Each professional person and every scholar develops a way of applying these and other similar criteria.

Criteria for evaluating information and judging its potential usefulness

The audience
- Needs
- Age
- Location in relation to the materials
- Proposed use of materials

Date of the material
- Timely treatment for period in which written
- Still relevant
- A classic, even though written some time ago

Author
- Reputation
- Institutional affiliation
- Other publications
- Knowledge of subject matter
- Writing style

Format
- Convenient to use
- Available to user
- Appropriate for subject
- Appropriate for use intended

Technique
- Appropriate to the subject
- Responsibly and accurately used

The technique criterion applies in particular to research. Katzer's book Evaluating Information, which is cited in the research section of the Source List, is an excellent treatment of the evaluation of research reports for accuracy, appropriateness of statistical technique, and potential usefulness.

THE SOURCE LIST

The source list is a comprehensive bibliography of recent materials in the field of instructional technology. Instructional technology is interpreted to include instructional design and development; instructional techniques; instructional materials; systematic development of training materials and organization development as it relates to instructional technology; computers in education and training; learning theory and the behavioral sciences applied to education; system theory; management of instructional programs; instructional facilities design; research and evaluation; and statistics in educational research.

Reference works, indexes and databases, and journals potentially useful to instructional technologists are also included.

Although the list is comprehensive, it cannot be called complete. It is limited first of all by the compiler's knowledge of materials. In addition, several criteria were applied to determine whether or not materials would be listed.

Items listed are current, mainly published since 1977. Older items are listed if they are considered classics in the field, or if they provide the only coverage of a topic of general interest.

Materials cited are all written in English. Only one journal article is cited; it is a bibliography. All items listed are readily available. Materials from obscure publishers and ephemeral materials not listed in RIE are not included.

The following subjects are not covered: specific media, e.g., television, or film, except computer assisted instruction and videodisc technology; childhood, adult, and special education without specific reference to instructional technology; applications of instructional technology in primary or secondary education; and training and human resource development without reference to a systematic approach to designing instruction or organization development.

Appearance of an item in the Source List does not necessarily mean the item will be useful. The bibliography is intended to be representative of the literature of the field, and many of the criteria

discussed in the section on evaluating information were not applied, including appropriateness of format and technique, accuracy, and writing style.

The search for materials to include was started by students in a course called Sources of Information in Instructional Technology at the Rochester Institute of Technology, and expanded through the use of the Syracuse University Libraries Information Retrieval Service (SULIRS). Numerous other sources were also consulted; they are listed in the Appendix. The search continued until no new items of interest were located.

The Source List includes blank space for you to record additional items useful to you. No bibliography is ever complete, and this one will be most useful if you add to it as you find new items of interest.

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APPENDIX

The following sources were used to identify materials for inclusion in the Source List. The items listed below were consulted in the order in which they are listed.

1. Lists of materials identified by students in Sources of Information in Instructional Technology at the Rochester Institute of Technology, 1979-1981.

2. Syracuse University Libraries Information Retrieval System (SULIRS), the online catalog of Syracuse University.

The terms listed below were used with the search code WD, allowing retrieval of items with the terms in the title or among the subject headings assigned.

instructional technology
instructional development
instructional design
lesson planning
educational technology

training employees
training executives
management--education
management--instruction
management--instructional
management--training
evaluation--education
evaluation--instruction
evaluation--instructional
educational surveys

tests--education
test--education
mental tests
tests--learning
test--learning
testing--education
testing--learning

computer--instruction
computers--instruction
computer--education
computers--education

research--education
research--instruction
research--instructional

learning theory
learning psychology

directories--education
directories--training
directories--higher education

handbooks--education
handbooks--training
handbooks--higher education

encyclopedias--education
encyclopedias--training
encyclopedias--higher education

yearbooks--education
yearbooks--training
yearbooks--higher education

statistics (shelves also checked)

3. Guide to educational resources. (4th ed.). Syracuse, NY: ERIC Clearinghouse on Information Resources, 1979.

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AUTHOR INDEX

Abedor, A. J. 29
Alexander, L T. 24
Anderson, R. H. 28
Anderson, S. B. 40
Armstrong, D. G. 31
Ary, D. 42
Atherton, B. 39
Ausubel, D. F. 35

Babbie, E. R. 42
Backer, R. E. 42
Bailey, D. E. 33
Baker, E. L. 27, 28
Baker, F. B. 33
Baker, R. D. 38
Baker, R. L. 23
Banathy, B. H. 24
Bandura, A. 35
Barnes, D. 35
Barson, J. 24
Bartel, C. R. 29
Bass, R. K. 24
Beach, K. M. 33
Beard, M. 35
Beilby, A. 38
Bell, N. T. 29
Bellack, A. A. 40
Belle, L. 32
Berk, R. A. 40
Berliner, D. C. 36
Berlo, D. K. 35
Billings, D. 40
Block, J. H. 35
Bloom, B. S. 28, 40
Borich, G. D. 40
Botkin, J. W. 22
Braden, Roberts A. 23, 28
Branson, R. K. 24
Briggs, L. J. 24, 25, 29
Brown, J. W., 29
Brown, R. M. 29
Bruner, J. S. 35
Buck, J. E. 28
Buros, O. K. 42
Butler, R. L. 32

Campbell, D. T. 42, 43
Carey, L. 25
Cavert, C. 29
Cherry, C. 35
Chisholm, M. E. 38
Chu, G. C. 29
Churchman, C. W. 37
Clark, R. E. 42
Clarke, J. L. 23
Coffey, J. 24
Conellan, T. E. 36
Cook, D. L. 38
Cook, K. 43
Copperud, C. 40
Cronbach, L. J. 43
Crouch, W. W. 43

Dale, E. 29
Davies, W. K. J. 31
Davis, R. H. 24
Diamond, R. M. 25, 28
Dick, W. 25
Dockrell, W. B. 43
Dodge, B. J. 23, 36
Doughty, P. L. 28, 38
Dukes, R. L. 31
Durzo, J. J. 25, 28
Dwyer, F. M. 29

Eash, M. J. 39
Elmandjra, M. 22
Ely, D. P. 29, 38
English, F. W. 25

Ferraro, D. P. 36
Fink, A. 40
Fleming, M. L. 36
Fleury, B. E. 31
Forbes, R. L. 32
Frederick, F. J. 34

Gage, N. L. 22, 36
Gaff, J. 25
Gagne, R. M. 25, 36, 42
Gerlach, V. S. 29
Gilbert, T. 36
Gilbert, T. F. 36
Glaser, R. 36

Glasgow, Z. 30
Gooler, D. D. 40
Gorman, D. A. 29
Gray, H. L. 38
Green, A. C. 39
Gropper, G. L. 30, 31
Gustafson, K. L. 25

Hall, K. A. 35
Hamilton, D. 43
Hannah, L. S. 27
Harcleroad, F. F. 29
Harris, D. 30
Harrison, S. A. 38
Hartley, J. 30
Hastings, J. T. 40
Havelock, R. G. 38
Heidt, E. U. 30
Heinich, R. 30
Henderson, E. S. 26
Hicks, W. B. 30
Hills, P. J. 22
Holmberg, B. 31
Hug, W. E. 22
Huntington, J. F. 34

Jacobs, L. C. 42
Jamison, D. 38

Kapfer, M. B. 27
Kasworm, C. 32
Katzer, J. 43
Kaufman, R. A. 25
Kaye, T. 32
Keisler, E. R. 37
Keller, J. M. 36
Kelly, E. F. 36
Kemp, J. E. 25, 30
Kerlinger, F. N. 43
King, A. T. 34
Klausmeier, H. J. 36
Kliebard, H. M. 40
Knapper, C. 22
Knirk, F. G. 39
Kosecoff, J. 40
Kosma, R. B. 32
Kozoll, C. E. 38
Kramlinger, T. 33
Krathwohl, D. R. 28
Kurpius, D. J. 38

Laird, D. 33
Langdon, D. 25, 26
Lazlo, E. 37
Lent, R. 38
Levine, S. B. 33
Lewis, R. B. 29
Lippey, G. 34
Logan, F. A. 36
Lorshen, K. P. 26
Lumsden, D. B. 24
Lusterman, S. 33

McAleese, R. 32
McAshan, H. M. 28
Madus, G. F. 40
Mager, R. F. 26, 28, 33, 36, 40
Malitza, M. 22
Markel, S. 32
Martuza, V. R. 41
Megarry, J. 32
Mehrens, W. A. 41
Merrill, M. D. 26
Mesarovic, M. D. 37
Messick, S. 36
Minium, R. W. 43
Molenda, M. 30
Moore, M. V. 34
Morgan, T. 27

Nadler, L. 33
Nathenson, M. B. 26
Noble, P. 32
Nyhan, M. J. 30
Nyre, G. F. 41

Olson, D. E. 30
O'Neil, H. F. 26, 27, 34
Oriansky, J. 34
Orlosky, D. E. 27

Payne, D. A. 41
Peterson, L. R. 37

Pfister, F. C. 31
Phillips, J. R. 34
Piele, P. 39
Pipe, P. 26, 32, 33
Popham, W. J. 27, 28, 41
Popin, W. J. 41
Pratt, D. 27

Rackham, N. 27
Rahmlow, H. F. 34, 41
Raizer, A. 41
Razavieh, A. 42
Rivers, W. L. 30
Romiszowski, A. J. 27, 30, 33
Rose, C. 41
Rowntree, D. 27
Rumble, G. 32
Rushby, N. J. 34
Russell, J. D. 30

Saettler, P. 22
Sahakian, W. S. 37
Schramm, W. 29, 30, 37
Schuller, C. F. 23
Schulz, R. E. 23
Schwartz, R. D. 43
Schwen, T. M. 43
Scriven, M. 42
Seaman, D. F. 32
Sechrest, L. 43
Seidner, C. J. 31
Shulman, L. S. 37
Skinner, B. F. 37
Sledge, D. 35
Sleeman, P. J. 23
Smith, B. 27
Smith, J. K. 37
Snelbecker, G. E. 37
Snow, R. E. 42
South, P. 39
Spradley, J. 43
Stanley, J. C. 42
Stevenson, D. W. 31
Stolurow, L. M. 38
Straughan, R. 41
Sutherland, J. W. 37

Talmage, H. 39, 43
Tanner, D. 27
Tanner, L. 27
Taylor, R. P., 35
Tennyson, R. D. 26
Thomas, I. D. 38
Thompson, W. 30
Thorndike, R. L. 41
Tickton, S. G. 23
Tillin, A. M. 30
Todd, F. 35
Travers, R. M. W. 23
Tuchman, B. W. 41
Tucker, R. N. 39
Tuma, D. T. 39
Twelker, P. A. 28
Tyler, R. 42

Urbach, F. D. 28

Von Bertalanffy, L. 37

Waterman, F. T. 27
Webb, E. J. 43
Wells, S. 23
Whitson, R. 23
Wiener, M. 38
Wilkinson, G. L. 23, 31
Williams, G. W. 32
Wilson, T. C. 31
Wittich, W. A. 23
Wolf, R. M. 42
Wood, R. K. 31
Woodbury, M. 31
Woodley, K. K. 41
Woolley, R. D. 31
Wright, D. 39
Wrigley, J. 41

Yelon, L. S. 24

Zemke, R. 33